

FIRST EDITION

EDUCATIONAL.

The National Educational Conventions—American Normal School Association—Its Organization—How Shall Pupils be Taught to Teach?—Educational Ideas of School Architecture—Education in the South—Normal course of Study—Finance—The Spiritual Element of Education.

From Our Own Correspondent. TRENTON, N. J., Aug. 17, 1869. Morning Session.

Nearly an hour of this morning's session was consumed by the National Superintendents' Association, with but little profit, although to-day was properly assigned to the associate American Normal School Association.

On motion of B. C. Hobbs, State Superintendent, Indiana, it was resolved that the presiding officers and executive committees be instructed to confine the business of this association to matters pertaining directly to the educational systems of cities and States, to the general educational policy of the nation, the educational relations of the States to each other and to the General Government, and of the General Government to other nations.

After a long, rambling, and uninteresting discussion upon the propriety or impropriety of the meeting, the association, by a vote of four to three, adjourned to meet in the other Normal School building, at 9 o'clock on Wednesday morning.

The main business of to-day—the session of the Normal School Association—then resumed.

This organization was constituted at Springfield, Massachusetts, in 1857, for mutual consultation and aid in this comparatively new and untried field of educational effort.

Nearly every Normal School in the United States is represented at that time, although only six States—Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Michigan—had then adopted this system, containing ten schools in all.

Now all the Northern States, except Ohio and Iowa, have one or more in operation, amounting to forty in all, while four or five others are in the Southern States.

The first public meeting of the American Normal School Association was held in August, 1858, in the same building as used in this session. In the following year the association met in Buffalo, and all its subsequent sessions have occurred in connection with those of the National Teachers' Association.

The statistics of Normal Schools are as follows:—Maine has two; New Hampshire, one; Vermont, one; Massachusetts, four; Rhode Island, one; Connecticut, one; New York, six; New Jersey, one; Pennsylvania, four; Delaware, one; Maryland, one; Michigan, one; Indiana, one; Illinois, one; Wisconsin, four; Minnesota, three; Missouri, one; California, one; Nebraska, one. Others have been established, but are not yet in operation.

In the absence of the President, M. A. Newell, of Md., the Secretary, A. L. Barber, of Washington, called the Normal Association to order, and introduced the first Vice-President, John Ogden, Principal of the Nashville Normal School.

Rev. J. D. King, pastor of the Green Street Methodist Church, opened the proceedings with prayer. In accordance with the programme, a paper was read by Rev. Joseph Alden, LL. D., President of the New York State Normal School at Albany, upon the topic, "How shall pupils be taught to teach?"

In the United States, normal schools are of recent origin, and European experience in such schools is not available to us. Our work is to build up institutions to prepare teachers for the common schools. This is a work worthy of the best trained minds. How did we learn to teach? Did we not all learn to teach by teaching, or trying to teach? At the outset we selected one or more of our teachers as models, and their example was our chief instruction.

Teaching is an art, and the teacher is an artist—a professor of the finest of the fine arts, that of giving form and vigor to the immortal mind.

The first thing we need for the benefit of our pupils in normal schools is good teachers, model teachers. The very best educational talent should be secured. In the next place, we need to teach our pupils the branches they will have to teach. It is for this reason, and not because it is an unfortunate necessity, that the elementary branches should be taught. We should teach principles as far as we can, but I apprehend that these pupils will be best fitted for teachers by a close connection with class instruction as exemplified in practical teaching.

If they are taught, as they should be, by those who know how, they will be apt to go and do likewise. Practice in the art of teaching is rightly judged to be of the first importance; hence there must be a school for practice in the Normal School. In this department the students should supervise the teaching of whatever branches they may respectively design to follow.

A period of ten weeks at least should be assigned to this course, and the chief attention of the pupil should be given to it during that time.

A discussion of considerable length ensued upon the paper. Prof. William D. Phelps, Principal of the State Normal School, Minnesota, trusted the day would soon come when the teaching of the common branches in normal schools should be dispensed with, and the purely professional work of teaching how to teach receive its proper attention. In this respect he differed from the paper read. Though model schools are good, yet a distinct training in the principles of education, as founded in the laws of mind and body, is as important.

William Barringer, Newark, N. J., agreed with the essay read. The only way of learning to do a thing is to do it. Exactly in proportion as our schools become teaching schools they become good schools.

Professor Brooks, Millersville, Pa., believed normal school instruction and academic training to be different; the former being more positively analytic. Careful instruction upon the principles of the human mind should be followed by a careful discussion of the principles of school organization, and this supplemented by the actual practice referred to in the essay.

Mr. Niles, N. Y., Mr. Hoose, N. Y., Mr. White, Ohio, also spoke upon the subject under discussion.

Professor Phelps, Principal of State Normal School, Minnesota, gave an address upon "School Architecture, with some account of the new Normal School building at Winona, and the educational ideas it embodies." The edifice was commenced in 1866, and was nearly completed at a cost of \$150,000. The main principle of its construction was founded upon the belief that the school building should sustain the same

relation to the school that the body does to the soul; it should assist it in its outreaches into the world; it should aim to educate, and also to obey the behests of the animating spirit.

The architectural style was the modern French; the height, three stories above the basement, with a west wing of four stories; the length 65 by 80 feet, flanked with two wings of 45 by 85 feet; the central corridor 10 feet wide by 166 long; the exits on the lower floor, five in number. The materials were a buff-colored magnesian limestone and the well-contrasting red-pressed brick.

The first floor provides for five model schools, each of a different grade, to be taught strictly by model teachers. Three schools remain to be used as schools of practice. These are carefully kept distinct; for a school cannot be a model school and at the same time a school of practice for inexperienced teachers.

The pupils are sent into the model schools, as into the school-room, with note-books to observe and report results, and to give the reasons therefor.

The scholars have single seats and desks. Each one has a separate compartment for a wardrobe, and is instructed to carefully arrange their articles in the proper place. Daily they are taught to have a place for everything and everything in its place. The sexes are to be educated. They will pass together through the same course of training, be inspired by the same great and noble principles, and go side by side, if need be, in the great work of instructing the people.

By invitation, Professor John Ogden, of Nashville, spoke upon the necessity of normal schools, and illustrated his views by a number of propositions more abstract than practical.

The meeting then adjourned until 2½ o'clock. Afternoon Session.

Professor George W. Fetter, Principal of the Philadelphia Normal School, was called to the chair at the opening of the session. Professor Ogden resumed his address, and adverted especially to the need of normal schools at the South. There a great deficiency in the supply of teachers existed, and it might with propriety be said that forty schools were waiting for each competent graduate.

So identified are our interests now with the progress of education among the freedmen, that we, as a people, will rise or fall with the colored people. It has been said that circumstances create teachers; but circumstances, unfortunately, do not make good ones. We have too many of that make now on hand. We want trained teachers, not circumstantial, or occasional, or accidental teachers.

The State should provide one normal school for every three hundred teachers in her borders. In the prostration of business and educational interests in the South, the American Missionary Association has done a noble work. During the past three years it has maintained, on the average, five hundred teachers or missionaries, at an annual expenditure of \$290,000. In this view, the claims of that institution to be recognized as an auxiliary ought to command itself to favorable consideration.

On motion of Professor Hart it was resolved that, in subsequent programmes of exercises, the Normal School Association should have the subjects discussed at its meetings limited to its special purposes.

Professor Forlyee A. Allen, Principal of State Normal School, Mansfield, Pa., read a paper upon the "Course of Study for a Normal School." Normal schools are not now doing their appropriate work, but they are paving the way. The schools themselves had to be their own forerunners, declaring "Prepare ye the way!" The question what should be taught in a Normal school is most important. Ruskin says that what is most honorable to know is most profitable to learn. A man ought to know three things. First, Where is he? that is to say, what sort of a world he has got into; how large it is; what kind of creatures live upon it, and how; what it is made of, and what may be made of it. Secondly, Where is he going?

That is to say, what chances there are of any other world besides this; what seems to be the nature of that other world, and whether for information respecting it he had better consult the Bible, Koran, or Council of Trent. Thirdly, What had he best do under the circumstances? That is to say, what kind of faculties he possesses; what are the present wants and state of mankind? and what are the right means in his power for attaining happiness! Practically, the education for a teacher might be classified under five great divisions: mathematics, language, natural science, miscellaneous, and professional. But beyond all these, that which is most needed in the teaching is the power to breathe into them the true spirit of the teacher.

The teacher must have a genius for teaching and a love for his peculiar and delicate mission. This genius for teaching generally comes from a love for teaching. The teacher must be greater than his work.

Professor John C. Harkness, Principal of State Normal University, Wilmington, Del., followed by appointment upon "Normal Principles of Education."

This gentleman, for over an hour, delivered a series of commonplace platitudes, destitute of all point and interest, and in a manner so wildly declamatory as to cause frequent laughter. His associates good-naturedly endeavored to bring his speech to an end by hearty applause in inappropriate places; but, as an American freeman, he declared he would not be put down, and gave utterance to the dreadful threat of printing his lengthy article in all the newspapers. After the impressive exclamation, "Is this free America?" he was finally silenced by Professor Hart's point of order that discussion in regard to woman's rights had no bearing on the subject assigned him.

The meeting then adjourned till evening. Evening Session.

By invitation of the city authorities the evening session was held in Taylor's Hall, and a large audience gathered there.

By appointment, Professor Brooks, Principal of State Normal School, Millersville, Pa., read an excellent, suggestive paper on the topic, "The Spiritual Element of Education."

The problem of education is the problem of civilization. Upon its correct solution depends the welfare of the individual, the purity of society, and the perpetuity of the State. It involves fundamentally two elements—Man to be educated, and knowledge to be used in education. And the character of education depends upon the relative amount of importance attached to these elements.

The early systems of education were abstract and impracticable. A reformation was needed. The abstract systems were to find their com-

pleteness by taking to themselves a practical and material element. Bacon was the trumpet who stirred up the battle. The struggle was long and determined. Scientific culture was opposed and its disciples persecuted. But it has triumphed over opposition and persecution. It has battered open college doors, revolutionized common-school education, and sits proudly in university chairs. Having won a position in our educational system, it is beginning to put forth claims of importance which cannot but be recognized. The tendency of the times is towards materialism in thought and culture. My aim is to counteract this extreme tendency, and to present the higher subjective or spiritual element in education.

Education must begin in the concrete. The mind awakens into activity through the senses. God has so arranged the two great existences of the universe that the material seems necessary for the education of the immaterial. Nature is the first schoolmaster, or rather the first textbook, in which it learns at least the alphabet of knowledge. The material sciences give culture to the senses—the lowest form of mental activity. The naturalist becomes sharp-eyed, quick to detect similarities of form and color, with his memory well stored with facts. The facts which he gathers are compared and classified, and the results organized into science. This gives exercise to the faculties of judgment, generalization, and classification, and affords the means for their growth and development. But here they stop in their educational influence. It is evident, therefore, that natural history will not satisfy the demands of the spiritual element in education.

The power which the study of mathematics confers commands the admiration of mankind. By them, man determines the velocity of light, puts his measuring line about the sun, and weighs a planet as in a balance. He takes the facts which the long arm of the telescope has dragged down from the skies, puts them into an equation, and by an algebraic manipulation prophesies the condition of the heavens for centuries to come. He sits down in his closet, works away with diagrams and symbols, catches a wandering asteroid in his algebraic lasso, and turning to the star-gazer, tells him to point his telescope to the heavens, and lo! a new-born planet marches across his field of vision. But still they fail to educate the highest and best parts of our nature.

The importance of the sciences in education should be fully recognized. It has banished dreamy speculation, given definiteness to thought and inquiry, and put a vitalizing spirit in certain departments of elementary instruction. The Baconian innovation, by which the mind burst the shackles of ancient methods, has given birth to more elevated ones. The triumphs of science have been wonderful. By them Cuvier picks up a fossil bone, and lo! the animal walks before him. Agassiz finds a single fish-scale, and, by the touch of his scientific wand, transforms it into a living fish of the Paleozoic age. Lyell tells you how long Niagara has been flowing. Hugh Miller unrolls the earth like a scroll, and reads the history of the creation in the great physical Bible. Sciences should never be omitted, yet should occupy a lower and subordinate position in a curriculum of study. Facts are important; but to deal with facts only would be to dwarf our higher nature. A man of more facts is either a septic or a bigot; he lowers himself to the lowest plane. This is confirmed by the materialistic philosophers of the age.

Spiritual culture demands the education of the reason, or intuitive power. The spiritual eye is to be made bright, and its range of vision enlarged, that it may find a God in nature and revelation. The sensibilities claim their share in this higher culture. Heart culture is as important as head culture—is it not more important? A good feeling is worth more than a fact, a sentiment than a principle. A fact is a stone in the temple of science; a sentiment is a stone in the temple of character, and character is better than science.

The third element in spiritual culture is the will. It is the sovereign among our powers. Seated upon its regal throne, it issues its mandates, and intellect and sensibility afford a willing obedience.

The aesthetic nature demands culture. Nature enjoins this duty by the provisions she has made for it. Art comes laden with its treasures for this work. A stanza of poetry every day, in place of a lesson in the arithmetic, will pay both pupil and teacher. A school-song in the heart of a child will do as much for his character as a fact in his memory. The cradle-song that fell from a mother's lips becomes a sacred memory that inspires the life.

Spiritual culture requires the training of the moral nature. Moral power is worth more than learning or genius. The intellect of the nation should be consecrated to virtue. Learning should be put into the channels of righteousness. The youth of the land should be made to feel that "the fear of the Lord is the beginning of wisdom."

The religious nature should receive culture. Religion embraces three elements—faith, love, and obedience. To develop inquiry is right; but there is a place where inquiry must stop. The exclusive study of the sciences tends to undermine faith. Seeing effect related to cause, we are led to discover a first cause. Pupils should be led to see that all science begins and ends in faith; that beyond the known stretches a great unknown; that the loftiest attainments of the intellect are but a momentary glimpse from which we may catch glimpses of a land of glory beyond.

The religious nature is the mother of art; it aids the progress of science. Religion was before science; religion kindled and preserved the flame. The learning of the ancient Hindus was with the priests; the priesthood watched over the light of knowledge in the dark ages; and priests went down to Spain and brought up the learning of the Saracens, and spread it over Europe. The religious nature reaches downward and elevates science. It inspires it with divine attributes. Inspired with religious feeling, Plato could say, "God geometrizes;" Kepler exclaim, "O God! I but think Thy thoughts after Thee!" and Muller believe that "the eye of man may catch the eye of God beaming out from the midst of all His works."

For spiritual culture inspiration is better than instruction. It is better to inspire the heart with a noble sentiment than to teach a truth of science. The two great teachers of antiquity were Plato and Aristotle. Plato was warm and poetic; Aristotle was cold and logical. Aristotle has guided the mind in the search of knowledge, but Plato has inspired the imagination and the heart. Aristotle has instructed the intellect for centuries, but Plato has quickened the heart—the best work of the spiritual nature. We honor the discoverer of a new planet or continent, but posterity will hold in more sacred remembrance those who put a single idea or sentiment into the soul which shall incite it to a higher life. In the day when the Great Master makes His awards, the brightest wreath will be placed upon the brow of him who has done the most for the spiritual culture of the race.

LARD.

SECOND EDITION

LATEST BY TELEGRAPH.

The Northern Pacific Railroad—Favorable Report by the Exploring Party—Educational Conventions in Session at Trenton—The Crops in Maryland.

FROM NEW JERSEY.

Second Day's Session of the American Normal School Convention—Its Officers—The National Teachers' Association—Joint Proceedings. Special Dispatch to The Evening Telegraph.

TRENTON, Aug. 18.—The second day's session of the American Normal School Association was presided over by Vice-President Ogden. The Committee on Nominations reported in favor of the following gentlemen, who were elected:—President, John Ogden, Nashville; Vice-Presidents, John M. Oleott, Indiana; Thomas Smith, Arkansas; John W. Armstrong, Oswego; Edward Brooks, Millersville, Pa. Secretary, A. S. Barber, Washington. Treasurer, Albert G. Boyden, Mass. The Normal Association then adjourned till to-morrow.

The ninth session of the National Teachers' Association commenced at 10½ o'clock. Rev. Samuel Lockwood, of New Jersey, made the opening prayer. An address of welcome on behalf of the New Jersey State Board of Education was delivered by Judge Fields, of Princeton. He bid the teachers welcome to the hospitalities of New Jersey, and thanked them for the honor conferred by their meeting here. It was fit they should assemble in this normal school, as it was presided over by Dr. Hunt, one of the founders of this national association of teachers.

President L. Van Bokkelen, of Missouri, returned his thanks for the cordial greeting, which was the more valuable as recognizing the value of their labors. It encouraged them to renewed exertions in their responsible but soul-satisfying duties. They had met together for personal encouragement and interchange of experiences. He tendered his thanks also to the intelligent American press for its past and present encouragement. It is the great educator of the people.

FROM NEW ENGLAND.

American Association for the Advancement of Science. Dispatch to The Evening Telegraph.

SALFEM, Mass., Aug. 18.—The eighteenth meeting of the American Association for the Advancement of Science commenced its sessions in this city to-day at 10 o'clock. The Mayor of the city delivered an address of welcome, and J. H. Foster, the President, responded. The forenoon session was devoted to general business. This afternoon the association will attend and assist in the dedication of the Peabody Academy of Science.

Parade by the Knights Templar. CENTRE HARBOR, N. H., Aug. 18.—The grand parade and encampment of the Knights Templar of New Hampshire commenced here to-day, and will continue three days. A large number of commanderies and delegates are already present. William Sewell Gardner, of Boston, Most Eminent Grand Master of the Grand Encampment of the United States. The encampment opened with guard mounting, followed by company and battalion drills, and a dress parade. On Friday there is to be a banquet and a ball.

Arrival of the Exploring Party at Helena, Montana—Availability of the Country for a Railroad. Messrs. Jay Cooke & Co. this morning received the following telegram from the party engaged in exploring the route of the proposed Northern Pacific Railroad:—

HELENA, Montana Territory, Aug. 17.—We arrived here last evening. The entire party is well, and all its members are surprised with the availability of the country for a railroad and astonished at the richness of the soil and the mildness of the climate. We crossed the Rocky Mountains without knowing it, at a point covered with fat cattle grazing on an elevation not exceeding 700 feet above the sea. The grade was so gradual as hardly to be perceptible. We leave for Fort Benton to-morrow to examine Cadott's Pass, and return here in about a week. THOMAS H. CASFIELD.

FROM BALTIMORE.

Yachting—The Crews Relieved by Rain. Special Dispatch to The Evening Telegraph.

BALTIMORE, Aug. 18.—The Grimes Bay Yacht Club, in their yacht Mary McCabe, in all thirteen members aboard, arrived here safely yesterday. They had a fine run. They go down the bay fishing to-day, and will sail to-morrow for Norfolk.

The first bale of new upland cotton arrived here from Savannah and sold for forty-five cents per pound.

A heavy rain fell here last night. It has been pretty general throughout the surrounding country, and there are indications of more. The drought has been terrible.

The Baltimore Produce Market. BALTIMORE, Aug. 18.—Cotton firm at 33½c. Flour dull and prices weak; Howard street superfine, \$2.00; 70; extras, \$1.95; family, \$2.00; 90; City Mills superfine, \$2.00; 70; extras, \$1.95; family, \$2.00; 90; Western superfine, \$2.00; 70; extras, \$1.95; family, \$2.00; 90; Erie, \$2.00; 70; good do., \$1.90; 100; 115; Corn firm; white, 1½c; 14. Oats, 50c; 50c. Provisions easier. Pork, \$3. Bacon, ribbed sides, 13½c; clear do., 12½c; shoulders, 16½c. Hams, \$9.50. Lard, 20½c. Whisky, \$1.75; 18.

The Weather at the Seashore. The following was the record of the weather at the sea-side this morning:—Atlantic City, cloudy, wind east, 68, Cape May, clear, northeast, 71.

The New York Stock Market. NEW YORK, Aug. 18.—Stocks dull. Money steady at 7 per cent. Gold, 121½; 5-20s, 156; coupon, 120; Erie, 98; Reading, 94; Hudson River, 184; Michigan Central, 117; Michigan Southern, 106; Illinois Central, 120; Cleveland and Pittsburgh, 105; Chicago and Rock Island, 115; Western Union Telegraph, 83.

The New York Produce Market. NEW YORK, Aug. 18.—Cotton firm; 1900 bales sold at 33½c. Flour dull and declined ½c; 6000 barrels—State, \$5.74; Western, \$5.90; 7½; Southern, \$5.26; 11½. Wheat dull and declined 1½c; sales of 1000 bushels No. 2, at \$1.93; white State, \$1.87; amber Ohio, \$1.88. Corn firmer and advanced ½c. Stock scarce; sales of 43,000 bushels mixed Western at \$1.90; 12. Oats dull and declined 1½c; sales of 94,000 bushels Western at 60 c. Beet quiet; new mess, \$5.00; 19; extra mess, \$5.17. Pork dull; new mess, \$3.30; 10. Lard dull; steam, 20c. Whisky firm at \$1.17.

THIRD EDITION

WASHINGTON.

The Custom House Bank System—Removal of the Custom House—Expedition—The Galveston Railway Litigation—Transfer of National Bank Securities.

FROM WASHINGTON.

Mexican Claims. Special Dispatch to The Evening Telegraph.

WASHINGTON, Aug. 18.—The Secretaries of the Mexican Claims Commission are busy now receiving claims to be adjudicated by the Commission in December next. Printed copies of the rules prescribing the manner of proceeding are now ready for distribution.

Plate Printing. Superintendent McCarty, of the Bureau of Engraving and Printing, is still in New York, endeavoring to hasten the work of printing the fractional currency, but is expected back on Thursday. If his visit is not successful, the work will be immediately transferred to the printing bureau here.

Wants More Pay. The United States agent appointed to examine the accounts of our Consuls in Europe has been engaged for several months in travelling on the continent. Besides the stipulated salary, his travelling expenses are paid and five dollars a day allowed for his board and lodging. In submitting his first account to the Treasury Department he complains that the allowance is not sufficient for his daily wants, and respectfully requests the Secretary of the Treasury to increase the same, that he may enjoy at least the benefits of second-class accommodations.

The National Bank. The amount of bonds exchanged by national banks at the Treasury Department since July 27 is \$11,500,000. These are mostly Ten-forties.

Custom House Banks. Heretofore Custom House banks have been printed in the cities where the respective Custom Houses are located. Hereafter the blanks for all Custom Houses are to be printed at the Government printing office. It is said this will be a saving to the Government.

A Bright Youth. A negro boy named Reese stands at the head of the apprentices recently examined at the Government printing office for admission to learn the printing business.

An Expedition. There is a rumor here that two hundred and fifty men left the city and went into Virginia for the purpose of embarking for Cuba from some Southern port.

Decrease in the Galveston Railroad Case. Dispatch to The Evening Telegraph.

WASHINGTON, August 16.—In the case of N. A. Cawdrey and others against the Galveston and Houston Railroad and others, Mr. Justice Swaine has made a decree, holding the railroad, &c., of the old company subject to the mortgages and dismissing that part of the complaint which claimed the property of the successors of the company, and an individual liability of the parties. Both parties take an appeal to the Supreme Court. Cawdrey, representing the bondholders, is placed in possession of the railroad until the appeals are determined, he giving security to account for the rents and freights while in possession.

FROM THE STATE.

The Strike in the Coal Regions—A General Suspension Taking Place—The Sheriff and a Poise Out to keep the Peace. Special Dispatch to The Evening Telegraph.

WILKESBARRE, Aug. 18.—Reports from the Schuylkill and Lehigh regions are to the effect that a general suspension is taking place. The Union of this morning prints the following latest advices from the Hazleton mines:—Everything is quiet here for the present. The strikers have made no demonstrations to prevent the engineers from Wilkesbarre from entering the mines. The pumps have been put to work, and no danger to the mines or works is apprehended.

Parties interested in the German Company's mines at Treason, Carbon county, are asking assistance, which it is impossible to afford, the location being outside the bailiwick of Luzerne county. They require men and engineers to put the pumps in operation, but will be obliged to obtain aid of the Sheriff of Carbon county.

Since the arrival at Hazleton of Sheriff Lead affairs have assumed a more tranquil appearance, and while the laborers positively decline to render any assistance to prevent damage to the mining company's property, they refrain from any breach of the peace.

Last night the Sheriff was reinforced by forty policemen from Schuylkill county, but it is believed that their services will not be required to maintain order.

Shippers had great difficulty in obtaining cars for the transportation of their coal. Parties having cars loaded will not give them up.

FROM EUROPE.

This Morning's Quotations. By The Anglo-American Cable.

LONDON, Aug. 18.—A. M.—Consols for money, 92½; for account, 93. U. S. Five-twenties, 83½ for the issue of 1862; 82½ for 1865; 81 and 81½ for 1868. American stocks quiet. Erie Railroad, 19½; Illinois Central, 94.

LIVERPOOL, Aug. 18.—A. M.—Cotton active. Middling upland, 13½; 14; middling Orleans, 13½. The sales to-day are estimated at 15,000 bales. Corn 31s. 6d. Other articles unchanged.

LONDON, Aug. 18.—A. M.—Cotton quiet, 5s. 6d. Sugar quiet both on the spot and at auction; No. 12 Dutch standard, about, 27s. 6d.

This Afternoon's Quotations. LONDON, Aug. 18.—P. M.—The weather is fair, and favorable for growing crops. American Domestic quiet. Illinois Central, 94½.

LIVERPOOL, Aug. 18.—P. M.—Cotton active; upland, 13½; 14; Orleans, 13½; 14. The sales to-day will probably reach 20,000 bales. Shipments of cotton from Bombay to August 12, per Reuters' telegrams, 9990 bales. Lard, 71s. 6d.

CHASE.

He Favours a New Party. It is said that just after the result of the Virginia election became known, Chief Justice Chase wrote a confidential letter to a prominent politician in Tennessee, an old friend of his, wherein he expressed much gratification at the defeat of the Democratic party in Virginia, and rejoiced over the success of the conservatives. The Chief Justice expressed the hope that results similar to that in Virginia would be produced in Tennessee, Mississippi, and Texas, and strongly hinted that in his opinion the Republican party had served its day, and the time was at hand when a new conservative party should be formed which would embrace the moderate men of all existing parties. This letter was kept very quiet for some time, but after the Tennessee election the gentleman to whom it was addressed seemed to disregard the seal of secrecy removed, and showed it around quite freely. He refused, however, to give it to the press.—Wash. Cor., N. Y. Herald.

CARR'S ROCK.

Confession of the Man who Caused the Terrible Railroad Disaster on the 15th of April, 1868. The New York Tribune of to-day has the following:—

On the 15th of April, 1868, the public were horrified by the occurrence of a distressing accident on the Erie Railway, near Carr's Rock. The details of the accident have since been forgotten, and ever since detectives employed by the road have been searching for the parties by whom it was supposed it had been caused. A Mr. Knight was arrested on suspicion, but released for want of evidence.

On the 25th of May, 1869, John Bowen, the man who had first aroused suspicion against Knight, was committed to jail on a charge of tampering with the track, and of having committed perjury in swearing that he saw Knight engaged in the same way on the night previous to the accident. Soon after his commitment Bowen made a partial confession, admitting that he had tampered with the track, and acknowledging that he himself unfastened the rail and then charged it upon Knight, for the purpose of securing the reward of \$2000 which had been publicly offered by the company for the detection of any person engaged in such a crime.

Yesterday Bowen sent a message to Mr. Re-lington, superintendent of the Delaware Division of the Erie Railway, stating that he desired an interview with him, as he had an important communication to make. Mr. Redington accordingly visited Bowen in his cell, who, in the presence of the witnesses whose names are appended, Bowen made the following confession:—

"I reside in Orange county. I have read the Bible and prayed lately, and hope to get some of my sins away from me. I may not live, and don't like to die with so much on my conscience. I don't want to go to a little. About between summer and fall, three years ago, on the Erie Railway, between the Delaware Bridge and sawmill, and near Carr's Rock, I was going along (I was not working for the company) one day, and I kicked a stone from the middle of the road to the edge of the track against the chair; there it lodged. I didn't think it would do any damage, but it did, it started two or three cars off the track. Some time in February, one year ago, I took a crooked rail at Carr's Rock, and I took a crooked piece of iron and pushed the rail out of the chair, and raised it up and put a spike under it at the bent place on a second quarter tie; I shoved it back into the chair but I wouldn't let it go until something heavy to force it in; I left it at that, and along came a freight train and broke it off, and the train ran off down the track. I took a crooked rail, and I took a crooked piece of iron and pushed the rail out of the chair, and raised it up and put a spike under it at the bent place on a second quarter tie; I shoved it back into the chair but I wouldn't let it go until something heavy to force it in; I left it at that, and along came a freight train and broke it off, and the train ran off down the track. I took a crooked rail, and I took a crooked piece of iron and pushed the rail out of the chair, and raised it up and put a spike under it at the bent place on a second quarter tie; I shoved it back into the chair but I wouldn't let it go until something heavy to force it in; I left it at that, and along came a freight train and broke it off, and the train ran off down the track. I took a crooked rail, and I took a crooked piece of iron and pushed the rail out of the chair, and raised it up and put a spike under it at the bent place on a second quarter tie; I shoved it back into the chair but I wouldn't let it go until something heavy to force it in; I left it at that, and along came a freight train and broke it off, and the train ran off down the track. I took a crooked rail, and I took a crooked piece of iron and pushed the rail out of the chair, and raised it up and put a spike under it at the bent place on a second quarter tie; I shoved it back into the chair but I wouldn't let it go until something heavy to force it in; I left it at that, and along came a freight train and broke it off, and the train ran off down the track. I took a crooked rail, and I took a crooked piece of iron and pushed the rail out of the chair, and raised it up and put a spike under it at the bent place on a second quarter tie; I shoved it back into the chair but I wouldn't let it go until something heavy to force it in; I left it at that, and along came a freight train and broke it off, and the train ran off down the track. I took a crooked rail, and I took a crooked piece of iron and pushed the rail out of the chair, and raised it up and put a spike under it at the bent place on a second quarter tie; I shoved it back into the chair but I wouldn't let it go until something heavy to force it in; I left it at that, and along came a